

## SUPERVISOR APPROVAL

The thesis entitled *Correlation between Students' Simple Present Tense, Adjective Mastery and Their Ability on Writing Descriptive Paragraph at the First Grade of Islamic Senior High School Diniyah Putri Pekanbaru* is written by Sri Hartati NIM. 10614003479. It is accepted and approved to be examined in the final examination by the examination committee of undergraduate degree at Education and Teacher Training Faculty of State Islamic University of Sultan Syarif Kasim Riau.

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## EXAMINER APPROVAL

This thesis entitled “*Correlation between Students’ Simple Present Tense, Adjective Mastery and Their Ability on Writing Descriptive Paragraph at the First Grade of Islamic Senior High School Diniyah Putri Pekanbaru*”, is written by Sri Hartati, NIM.10614003479. It is approved and has been examined by the final examination committee of Undergraduate Degree at the Faculty of Education and Teacher Training of State Islamic University Sultan Syarif Kasim Riau on Sya’ban 8, 1434 H/June 17, 2013 M as one requirements for Undergraduate Degree (S.Pd) in English Education Department.

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Praise belongs to Allah Almighty, the Lord of Universe. By his guidance and his blessing, the researcher has completed this academic requirement. Then, the researcher also conveys peace be upon him to Prophet Muhammad SAW.

This thesis is researched and intended to be submitted in partial fulfilment of the requirement for the bachelor degree in English Education Department of Tarbiyah and Teacher Training Faculty of State Islamic University Sultan Syarif Kasim Riau. The title of the thesis is “*Correlation between Students’ Simple Present Tense, Adjective Mastery and Their Ability on Writing Descriptive Paragraph at The First Grade of Islamic Senior High School Diniyah Putri Pekanbaru*”. In this occasion, the researcher also expresses her sincere thanks and deep gratitude to:

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The Writer

Sri Hartati

## ABSTRAK

**Sri Hartati (2013): Hubungan antara Penguasaan Simple Present Tense dan Kata Sifat Siswa dengan Kemampuan Mereka dalam Menulis Paragraf Deskriptif di Sekolah MA Diniyah Putri Pekanbaru**

Masalah dalam penelitian ini adalah siswa mengalami kesulitan dalam mengarang paragraf deskriptif. Mereka juga mengalami kesulitan dalam memahami unsur-unsur dalam paragraf deskriptif. Asumsi yang dapat dipahami adalah bahwa semakin baik pemahaman siswa tentang unsur-unsur dalam paragraf deskriptif, seyogyanya semakin baik pula mereka dalam mengarang. Maka dari itu, penelitian ini bertujuan untuk mencari apakah ada hubungan antara penguasaan simple present tense dan kata sifat siswa dengan kemampuan mereka dalam menulis paragraf deskriptif. Penelitian ini dilakukan di MA Diniyah Putri Pekanbaru dengan mengambil sampel semua siswa kelas 1. Alat yang digunakan dalam untuk penelitian ini adalah test. Test digunakan untuk mengetahui kemampuan siswa terhadap variable yang di teliti, sedangkan untuk analisis data, penulis menggunakan  $r_{xy}$  product moment.

Berdasarkan hasil penelitian, penulis menemukan bahwa nilai  $r_{xy}$  berada di antara 0.004 – 1.000, yaitu 0.845, dan juga lebih tinggi dari signifikan level 1% dan 5% . pada  $r_{table}$  ( $0.367 < 0.845 > 0.478$ ) dengan tingkat kebebasan adalah 27. Ini menunjukkan bahwa adanya hubungan antara penguasaan simple present tense dan kata sifat terhadap kemampuan siswa dalam menulis paragraf deskriptif. Dengan kata lain, dapat disimpulkan apabila penguasaan simple present tense dan kata sifat siswa meningkat, maka, kemampuan menulis paragraf deskriptif siswa juga meningkat.

## ABSTRACT

**Sri Hartati (2013) : Correlation Between Students' Simple Present Tense, Adjective Mastery And Their Ability on Writing Descriptive Paragraph at The First Grade of Islamic Senior High School Diniyah Putri Pekanbaru”.**

The problem of this research was the students get difficulties to compose a descriptive paragraph. They also get difficulties to comprehend the elements of descriptive paragraph. The assumption which understood is the better students understand about elements on writing descriptive paragraph, the better they can compose it. Hence, this researched is conducted to find out if there is a correlation between simple present tense and adjective mastery and their writing ability on writing descriptive paragraph. This research is a correlational research which has purpose to know the correlation between variables. This research is conducted in Senior High School Diniyah Putri Pekanbaru with taking all the population in grade one being the sample in the research, that is 29 students. The instrument used in this research is test. It is used to know the students' ability toward variables that are observed. Whereas, to analyze the data, the writer used  $r_{xy}$  product moment formula.

Based on the result of the research, it is found that the value of  $r_{xy}$  or r-calculation is stated between 0.004 – 1.000, that is 0.0845, and above of level significant of 1% and 5% on  $r_{table}$  (  $0.367 < 0.845 > 0.478$ ) with the degree freedom is 27. It can be interpret that there is a correlation between students' simple present tense, adjective mastery and their ability on writing descriptive paragraph. The result of  $r_{xy}$  shows high or positive correlation which is indicated there is correlation between variables discussed. In brief, it can be conclude that if the students' simple present tense and adjective mastery is increased, the students ability on writing descriptive paragraph will increase.

سري هرتاتي (2013): مقارنة بين قدرة *Simple Present Tense* والأوصاف وبين

### العالية "دينية فوتري"

أغراض من هذا البحث هو لمعرفة هل هناك مقارنة بين قدرة *Simple Present Tense* والأوصاف وبين قدرة علي كتابة النص الوصفي لدي الطلبة. الباحثة بهذا البحث في المدرسة العالية "دينية فوتري" بكنبارو، وعينة البحث هي جميع الطلبة الفصل الأول بعدد 29 . والأداة التي استخدمتها الباحثة هي . هذا الاختبار لمعرفة قدرة الطلبة عن المتغير المبحوث، أما طريقة

تحليل البيانات هي باستخدام *Product Moment rxy*.

مؤسسا من نتيجة البحث، فوجدت الباحثة أن نتيجة  $r_{xy}$  تقع بين 0,004-1,000

وهي 0,845  $r_{tabel} (0,367 < 0,845 > 0,478)$  1% 5% .

الحرية هي 27. هذا يدل علي هناك مقارنة بين قدرة *Simple Present Tense* والأوصاف وبين قدرة علي كتابة النص الوصفي لدي الطلبة.

هو إذا قدرة *Simple Present Tense*

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# CHAPTER I

## INTRODUCTION

### A. Background

Nowadays, in Indonesia, English is the foreign language that should be had by students, besides their mother tongue or national language. Therefore, it was needed to master English for all the main-cores skill in English. The main-cores involved speaking, writing, reading, grammar and listening. As Haycraft said that there are various skills in mastering language: *respective skill*, listening (understanding the spoken language), reading (understanding the written language), and *productive* skills-speaking and writing.<sup>1</sup> One of points that writer took much attention was in writing skill. Especially for writing descriptive paragraph. Writer believed that there was strong correlation between composing descriptive paragraph with simple present tense, it was because descriptive paragraph took much simple present tense in describing something, people, and places. Hence, it was needed for students to master about simple present tense so that they would not find any obstacles when they composed descriptive paragraph.

The most usual problem that writer found among students was lack of knowledge about the uses of third singular person, commonly they would be easy to forget the regulation existed in simple present tense, since the writer

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<sup>1</sup> John Haycraft. *An Introduction to English Language Teaching*. (London: Longman Group UK Limited, 1986), p. 8

believed that there would be some certain regulation or patterns that must be written or applied in constructing descriptive paragraph. Students missed these patterns, therefore, it was worthy for writer to know what made them easily to forget or miss these pattern. The tense which was used as media to write descriptive paragraph was simple present tense. Therefore, writer took two much passions those were between students' simple present tense and adjective mastery and ability for writing descriptive paragraph.

Using tense correctly in writing is a duty for students, no way to put wrong tense in establishing writing. It is because all parts in writing must be evaluated, such as punctuations, connectors, grammar are some points easily found in writing, whereas grammar, especially for tenses. Problem that writer found was besides third singular person verb agreement, the other one was in nominal simple present tense.

Adjectives would be often found in descriptive pharagraph. For examples:

1. *Eva's house has the green large park area.* Here, to describe "eva's house", we need an adjective to explain how Eva's house is. Part of speech suitable to describe something is only adjective because adjective tells us more about "how it is or how they are, what the shape (s) is/are".
2. *Putri is beautiful.* To know about, "how is Putri image", this sentence also needs an adjective. By seeing this sentence, we know that Putri is beautiful. The image about "Putri" is clear that she is a beautiful girl.

This explanation is also strengthened by Djalinus Sjah and Azimar Enong said that: “Adjectives are words that is used to describe (extend and limit) the meaning of nouns.<sup>2</sup> Here, adjective makes clearer of nouns”.

Here, exactly there were three main points in constructing descriptive paragraph, those were:

1. Tenses (simple present tense)
2. Adjective
3. Subject verb agreement

Hence, the writer was attracted to lead the problem into a research, entitled : “Correlation Between Students’ Simple Present Tense, Adjective Mastery and Their Ability on Writing Descriptive Paragraph at The First Grade of Islamic Senior High School Diniyah Putri Pekanbaru”.

## **B. The Definitions of The Term**

To avoid the interpretation and misunderstanding about this title, it is necessary to explain the terms used in this research. The terms are stated follows:

### **1. Correlation**

Correlation is a statistical technique that can show wether and how strongly pairs of variables are related.<sup>3</sup>

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<sup>2</sup>Djalinus Sjah and Azimar Enong. *Modern English Grammar*. (Jakarta: CV. Simplex, 1977), p. 27

<sup>3</sup> (Retrieved on 4 Mei, 2013), <http://www.surveysystem.com/correlation.htm>, 2012, p.1

## 2. Simple Present Tense

The simple present tense expresses daily habits or usual activities, general statements of fact. In sum, the simple present is used for events or situations that exist always, usually, or habitually in the past, present, and future.<sup>4</sup>

## 3. Adjective

Adjective is a word used to describe or give more information about a noun or rather more fully, a word that qualifies a noun, adds to its meaning but limits its application.<sup>5</sup>

## 4. Writing

Writing is to express the ideas; it means the writer will convey the ideas in written form; so the ideas must be understandable by the reader.<sup>6</sup> Writing is the representation of language in a textual through the use of a set of sign or symbols.

## 5. Descriptive Paragraph

Descriptive paragraph tells what the subject looks, sounds, feels, tastes, and/or smells like.<sup>7</sup> It is used to describe particular place, person or thing.

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<sup>4</sup> Betty Schampfer Azar. *Fundamentals of English Grammar*. 2nd Ed. (New Jersey: Prentice Hall, 1992), p. 3

<sup>5</sup> Eckersley, M.A. Op. Cit, p.64

<sup>6</sup> Penny Ur. *A Course in Language Teaching*. (Cambridge: Cambridge University Press, 2003), p. 163

<sup>7</sup> M. Syafi'i S et al. *The Effective Paragraph Developments: The Proses of Writing for Classroom Settings*. (Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive, 2007), p. 43

## **C. The Problem**

### **1. The Identification of The Problem**

Based on the background of the problem, it was very obvious that students in Senior High School the first Grade still encountered several problems in their descriptive paragraph writing because of lack understanding of simple present tense and adjective. To make it clear, it will identify as follows:

- a. The students got difficulties to compose descriptive paragraph writing.
- b. The students got difficulties to apply simple present tense in a paragraph whereas they are able to use simple present tense in a sentence.
- c. The students got difficulties to deal the proper adjectives in their sentence.

### **2. The Limitation of The Problem**

To keep away of misunderstanding of the problem in this research. It is essential for the writer to earn the boundaries of the problem. The writer focuses on Correlation between students' simple present tense, adjective mastery and their ability on writing descriptive paragraph at the first grade of Islamic Senior High School Diniyah Putri Pekanbaru.

### **3. The Formulation of The Problem**

Based on the boundaries that have been stated above. These research questions are formulated in the following questions:



Is there any correlation between students' simple present tense, adjective mastery and their ability on writing descriptive paragraph at the first grade of Islamic Senior High School Diniyah Putri Pekanbaru?

#### **D. Objective and Significance of The Research**

##### **1. Objective of The Research**

- a. To find out if there is any significant correlation between simple present tense mastery and ability on writing descriptive paragraph.
- b. To find out if there is any significant correlation between adjective mastery and ability on writing descriptive paragraph.

##### **2. Significance of The Problem**

- a. To determine students' ability on writing descriptive paragraph.
- b. To determine students' understanding in simple present and adjective.
- c. To enhance writer's knowledge regarding this research.
- d. As the requirement to finish the writer's undergraduate study program at Educational Faculty of UIN SUSKA Pekanbaru.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Theoretical Framework

##### 1. The Concept of Adjective

Adjective is commonly found in any writing, therefore, it involves in main words listed part of speech. It describes its nouns, make it clearer in informing the nouns, hence, readers know well about the things describe. For example, the noun ‘ house’ can be used to signify any house. ‘The *big* house’ tells more about the house but limits the application (it rules out all *small* house). ‘The *big new* house’ tells still more, but narrows the field still further. The *big, new, white* house’ applies to only a very few house; it gives the fullest picture, and the most limited application. Adjective can be used in two ways, those are attributively and predicatively.<sup>1</sup> Adjectives are used attributively when they qualify a noun. Examples :

1. Ezi is an *energetic* and *hardworking* girl.
2. Mr. Brown has just bought a *new, powerful* and very *expensive* car.

Adjective are used predicatively when they form the predicate with the verb *to be* or other verbs of incomplete predication. For example ‘That house is *new*’. The adjective *new* is used predicatively.

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<sup>1</sup> Eckersley, M.A. *A Comprehensive English Grammar*. (Hongkong: Common wealth Printing Press Ltd, 1960), p. 64

Other examples of the predicative use of adjectives after verbs of incomplete predication are “Richard is very *tired*”. “The dog was *hungry*”. “I thought him very *intelligent*”.

Adjectives can be formed with noun and participles, vice versa, noun and adjectives still can be altered in their functioning in the sentences. Here, many English words may belong to more than one part of speech and these words involve in distinction characteristic in English feature. Hence, words which are commonly adjectives enabled to have function as nouns. Yet, these words are always started by the definite article. For example:

1. The poor hard living and stressful mind.
2. The blind live in the complex residence in Jenewa.

Otherwise, there are certain words and formations let nouns have functioning as adjectives.

#### **a. Nouns Instead of Adjectives**

Nouns are commonly being adjective, such as : Turkey carpet, spring onions, a cotton frock, and etc. Those words are composed into compound nouns, by certain that, they have a stress pronunciation in each words, e.g. “Turkey carpet” these word has a stressing in the first word, so mostly we may say in compound word (noun), the noun acts as adjective has to be stressed in first word.

Some of the material nouns have specific form which are strictly adjectives, such as:

- 1) Wood – wooden
- 2) Silver – silvery
- 3) Gold – golden
- 4) Flax – flaxen
- 5) Brass – brazen

When these words are applied in a sentences, there is a tendency to use the adjective form for a figurative meaning, e.g. golden sunset, silvery hair, a silken voice and a wooden box.

#### **b. The Formation of Adjectives from Nouns**

There is a formula to fix adjectives from nouns. That is by the use of a suffix. The principle suffixes used are –y, –ly, –ful, –less, –en, –ous, –able, –some, –ic, –ed, –like, –al, –an, –ian, –ical, –ish, e.g.

**Table II.1**

#### **Adjectives**

<b>Noun</b>	<b>Adjective</b>	<b>Noun</b>	<b>Adjective</b>
Storm	Stormy	Good nature	Good natured
Friend	Friendly	Child	Childlike
Harm	Harmful	God	Godlike
Care	Careless	Brute	Brutal
Wood	Wooden	Education	Educational
Danger	Dangerous	America	American
Fame	Famous	Republic	Republican
honour	Honourable	Shakespeare	Shakespearian
trouble	Troublesome	Edward	Edwardian
quarrel	Quarrelsome	History	Historic (al)
Iceland	Icelandic	Economy	Economic (al)
Atom	Atomic	Turk	Turkish
Talent	Talented	Girl	Girlish

### c. Participles Used as Adjective

Many participles, both present and past have adjective characteristics, these words can be modified by using adverbs, like, too, quite, very and also may be easy found by adding more in comparative and most in superlative.

#### 1. Present participle

- a. That film made a lasting impression on my mind.
- b. My journey from Batam to Jakarta was a terrifying experience.
- c. The hour's delay most annoying.
- d. A singing bird in a cage fills me with anger.

#### 2. Past participle

- a. There were a lot of broken bottles on the road.
- b. A confused mob stormed the government buildings.
- c. The tired child fell asleep in her mother's arms.

Here, adjective is a part of speech which enables made by other forms. Therefore, it can be altered into and from other part of speech.

### d. Grammatical Modifier (Adjective Modifier)

In grammar, a modifier is an optional element in phrase structure or clauses structure. A modifier is called because it is said to modify another element in the structure, on which it is dependent. Typically the modifier can be removed without affecting the grammar of the sentence. For example, in the English sentence *This is a red ball*, the adjective red is a modifier, modifying the noun ball. Removal of the modifier would leave *This is a ball*, which is grammatically correct and equivalent in structure to the original sentence.

Other terms used with a similar meaning are qualifier (the word qualify may be used in the same way as modify in this context), attribute, and adjunct. These concepts are often distinguished from complements and arguments, which may also be considered dependent on another element, but are considered an indispensable part of the structure. For example, in *His face became red*, the word red might be called a complement or argument of became, rather than a modifier or adjunct, since it cannot be omitted from the sentence.

#### **e. Premodifiers and Postmodifiers**

Modifiers may come either before or after the modified element (the head), depending on the type of modifier and the rules of syntax for the language in question. A modifier placed before the head is called a premodifier; one placed after the head is called a postmodifier.

For example, in *land mines*, the word land is a premodifier of mines, whereas in the phrase *mines in wartime*, the phrase in wartime is a postmodifier of mines. A head may have a number of modifiers, and these may include both premodifiers and postmodifiers. For example: *That nice tall man from Canada that you met*. In this noun phrase, man is the head, nice and tall are premodifiers, and from Canada and that you met are postmodifiers.

Notice that in English, simple adjectives are usually used as premodifiers, with occasional exceptions such as *galore* (which always appears after the noun) and the phrases *time immemorial* and *court martial* (the latter comes from French, where most adjectives are postmodifiers). Sometimes placement of the

adjective after noun entails a change of meaning: compare a responsible person and the person responsible, or the proper town (the appropriate town) and the town proper (the area of the town as properly defined).

It is sometimes possible for a modifier to be separated from its head by other words, as in *The man came who you bumped into in the street yesterday*, where the relative clause *who...yesterday* is separated from the word it modifies (man) by the word *came*. This type of situation is especially likely in languages with free word order.

#### **f. Type of Modifiers**

The two principal types of modifiers are adjectives (adjective phrases and adjective clauses), which modify nouns; and adverbs (adverbial phrases and adverbial clauses), which modify other parts of speech, particularly verbs, adjectives and other adverbs, as well as whole phrases or clauses. (not all adjectives and adverbs are necessarily modifiers, however; an adjective will normally be considered a modifier when used attributively, but not when used predicatively. Another type of modifier in some languages, including English, is the noun adjunct, which is a noun modifying another noun (or occasionally another part of speech). An examples is land in the phrase land mines given above.

Examples of the above types of modifiers, in English, are given below:

- 1) It was [a nice house]. (adjective modifying a noun, in a noun phrase)

- 2) [The swiftly flowing waters] carried it away. (adjectival phrase, in this case a participial phrase, modifying a noun in a noun phrase)
- 3) I saw [the man whom we met yesterday]. (adjectival clause, in this case a relative clause, modifying a noun in a noun phrase)

This exactly, in composing descriptive paragraph as a complex activity. Here, students demand to know, master and able to differentiate any kind of words, which one involves an adjective words, and which one is suitable fixed in the sentence or paragraph.

## 2. The Concept of Simple Present Tense

The verb is the most complex part of speech. The simple present says that something was true in the past, is true in the present, and will true in the future. It is used for general statements of fact, and it is also used to express habitual permanent or repeated action.<sup>2</sup>

Simple present tense has two forms in structuring the sentence. It can be split them up into:

- a. Nominal sentence
- b. Verbal sentence

Nominal sentence is mostly applied by using *tobe* in the sentence. Present tense has *tobe* to indicate present times, those are : is, am, are. These all *tobe* will be adjusted regarding to subject follows or in the otherhand, it should be in

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<sup>2</sup>Betty Schampfer Azar. *Fundamentals of English Grammar*. 2nd Ed. (New Jersey: Prentice Hall, 1992), p. 3



well form of subject-verb agreement, all *to be* are preceded by appropriate subject, singular and plural subjects. Having different *to be* use, for example :

#### Singular subject

1. She (singular pronoun)
2. He (singular pronoun)
3. It (singular pronoun)
4. Aurora (persons name mentioned once)
5. Greece (the name of country)
6. Board marker (singular mentioned)
7. Kilometres, metres (distance)
8. Hours, minutes (time)
9. Mathematics (subject)
10. English (as a language)
11. Lyme Regis (place name)

#### Plural subject

1. They (plural pronoun)
2. We (plural pronoun)
3. You (plural pronoun)
4. I (it involves categorized of plural subject)
5. Ronald Reagan and Jhon Lyan (peoples name mentioned more than one name)
6. Toy + s → toys (plural mentioned)
7. English (as national citizen)

Subject is not only derived into definite subject above. It can be written into irregular noun or noncount. The examples are:

**Table II.2**  
**Irregular Noun**

<b>Singular</b>	<b>Plural</b>
Man	Men
Child	Children
Woman	Women
Ox	Oxen
Mouse	Mice
Louse	Lice
Foot	Feet
Goose	Geese
Tooth	Teeth
Deer	Deer
Fish	Fish
Means	Means
Series	Series
Sheep	Sheep
Species	Species

#### Non-count Nouns

1. Some items such as: machinery mail, money, postage, hardware, flour, pepper, wheat, sand and so on.
2. Fluids : water, coffee, tea, milk, oil, soup, gasoline, blood, etc.
3. Solids : ice, breads, butter, cheese, meat, gold, iron, silver, glass, paper, wood, cotton, wool, etc.
4. Gases: steam, air, oxygen, nitrogen, smoke, smog, pollution, etc.
5. Natural Phenomena: weather, dew, fog, hail, heat, humidity, lighting, rain, snow, thunder, wind, darkness, sunshine, fire, gravity.

The pattern is used :

### 1. Nominal sentence

Subject (singular/plural) + to be (is/am/are) + object.

### 2. Verbal sentence

- a) Subject “singular” + verbplus “s” or “es” + object
- b) Subject “plural” + verb1 + object.

Yet, it can be verified into passive form to compose the sentence or paragraph being attractive.

Example used in a sentence.

- a) Lyme Regis is a beautiful old seaside town with a lively little harbour, beaches and lovely weather by the sea or in the country.
- b) The blue whale is the largest animal ever to live. It grows to a length of over 100 feet. The humpback whale is a smaller kind and has long flippers. It can jump right out the water. The Californian grey whale makes long migrations every year, it spends the summer feeding in the Arctic but swims south to the warmer waters off the coast of Mexico in the winter. The females give birth in the shallow warm water there.

### 3. The Nature of Writing Descriptive Paragraph

A paragraph is a unit of information in writing that unified by a central idea.<sup>3</sup> A good paragraph contains the main elements of paragraph, those are: topic sentence, supporting sentence, and concluding sentence. These elements should be composed and organized well by displaying good unity and coherence. Here, the paragraph should not tell more than one topic sentence.

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<sup>3</sup> M. Syafi'i S et al. *The Effective Paragraph Developments: The Proses of Writing for Classroom Settings*. (Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive, 2007), p. 1

Thus, this topic sentence will be the central idea or central thoughts talking in the paragraph.

Furthermore, coherence is understood as a relation or connectivity among other paragraphs. Here, one paragraph to another paragraph is not going far to the topic brings or stance, when the writer (learner) tells about describing thing, for example, computer. The learner is going to put the topic stand constant, hence, it is certain that paragraph one tells us about general statement of computer, paragraph two definitely still tells us about computer, yet in this paragraph, it is elaborated more by showing other part of computers, the use or components bring by the means (computer), next paragraph will also strictly show a great beneficial by computer. Hence, a topic sentence always hand much contribution to stay the paragraph straight forward in both of the two (unity & coherence). In deed, there elements have to be stated in all kinds of paragraph writing (descriptive, narrative, recount and others).

Descriptive paragraph is a paragraph describes some characteristics of certain someone (person), things and places.

The structural or guide line writing paragraph descriptive are :

1. Subject
2. Description

Subject involves the definition of the subject or an introduction for it. While, description is the elaboration of detail for the subject such as physical characteristic or identifying features.

This is the Example of Descriptive Text :

### **The Eiffel Tower**

Subject	The eiffel Tower is an iron lattice tower located on the Camp de Mars in Paris. Built in 1889. It has become both a global icon of france and one of the most recognizable structures in the world. The tower is the tallest building in Paris and the most-visited paid monument in the world; millions of people ascend it every year. Named for its designer, engineer Gustave Eiffel, the tower was built as the entrance arch to the 1889 Worlds Fair.
Description Second paragraph	The Tower stands 324 metres (1,063 ft) tall, about the same height as an 81-story building. Upon its completion, it surpassed the Washington monument to assume the title of tallest man-made structure in the world, a little it held, for 41 years, until the Chrysler Building in New York City was built in 1930; however, due to the addition in 1957 of the antenna, the Tower is how taller than the Chrysler Building. Not including broadcast antennas, it is the second-tallest structure in France after the 2004 Millau Viaduct.
Third paragraph	The Tower has three levels for visitors. Tickets can be purchased to ascend, by stairs or lift, to the first level is accessible only by elevator. Both the first and second levels features restaurants.
Fourth paragraph	The Tower has become the most prominent symbol of both Paris and France, often in the establishing shot film set in the city.

Language features on writing descriptive paragraph:

1. Simple present tense
2. Subject detail
3. Adjectives
4. Adverbials

These all components must be found and revealed in writing descriptive paragraph. Simple present tense is a tense which must be used in this kind of paragraph. So, it is mostly never found other tense, such as past or future tense in descriptive paragraph writing. Subject detail has a function as topic sentence which control the paragraph stay in one line, such as Kuta Beach, The Saturn, The Eiffel Tower and so on. Those are example of subject detail that mostly talk in all writing process or the easy way, we may say subject detail as “the topic talking”. Adjectives are functioned to describe the subject detail. Then, adverbials are functioned to give more information or subject detail.

The example of descriptive paragraph writing :

a) Describing place

**Jakarta**

Jakarta is located on the northwest coast of Java Island, at the mouth of the Ciliwung river. It dominates Indonesian;s administrative, economy, cultural activities, and is a major commercial and transportation hub within Asia.

The climate is hot and humid. Rainfall is from November to May. The city lies on a flat, low plain and is likely to be affected by flood during period of heavy rainfall.

b) Describing thing

**Borobudur Temple**

Borobudur is Hindu – Budhist temple. Borobudur is well-known all over the world. Its construction is influenced by the Gupta architecture of India. The

temple is constructed on a hill 46 m high and consist of eight step like stone terrace. The first five terrace are square and surrounded by walls adorned with Buddhist sculpture in bas-relief. The upper three are circular. Each of them is with a circle of bell shape-stupa. The entire adifice is crowned by a large stupa at the centre of the top circle. The way to the summit extends through some 4.8 km of passage and starways. The design of Borobudur which symbolizes the structure of universe influences temples at Angkor, Cambodia.

Borobudur temple which is rededicated as an Indonesian monument in person1983 is a valuable treasure for indonesian people.

c) Describing person

### **Mary**

Mary is as beautiful as a Hollywood star. Her thick, wavy, long black hair gracefully falls down to her shoulders and encircles her diamond-shaped face. a golden suntan usually brings out her smooth, clear complexion and high cheek bones.

Her large deep blue eyes, remind me of a lake on a stormy day. Her curved nose gives her a little girl look that makes me want to smile when she talks. And her mouth is a small mouth outlined by puffy lips that she open accentuates with glossy pink lipstick. When she smiles, which is often, her well formed and even, white teeth brighten up her whole face. I guess you can tell that I am head over heals in love with Mary.

## B. Relevant Research

Researcher adopts a study toward writing, and in this research, the object of the research is how far students can compose the good paragraph by grasping the elements of the paragraph in descriptive paragraph. Some of main-cores elements are simple present tense and adjective. Here, another investigation was held by Rini Novia, under the title “*The Students Mistakes In developing Descriptive Paragraph at The First Year Students of SMAN 1 Benai Kuansing*”. In her research, she found the aspect on making mistake in composing descriptive paragraph writing, such as: lack of competence, carelessness, psychological condition, random guess of something, failure to recognize well known system and mistake in language used.<sup>4</sup> As reference, researcher finds some causes which bring students become failure in writing the descriptive paragraph, two of them are: lack of competence, and failure to recognize well known system. This research took sample 20 students for 100 students population in SMAN 1 Benai Kuansing.

The next researcher was conducted by Hidayat on 2012 in SMA N 1 Seputih Banyak 2012/2013. The subject of the research is the students of the tenth class of SMA N 1 Seputih Banyak Lampung, he found that the students who got very high score to descriptive text achievement, they only reached numbers about 5%, high 10%, fair 15%, low 20%, and very low 50%. The numbers showed percentages of the students’ achievements in descriptive text is low. The findings described about the ability of simple present tense mastery,

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<sup>4</sup> Rini Novia. *The Students Mistakes In developing Descriptive Paragraph at The First Year Students of SMAN 1 Benai Kuansing*. Pekanbaru: Unpublished Thesis, 2009



compound words mastery, and the students' writing skill of descriptive text, all of the objects have a correlation to each other which are positive and significant. If the students are able to master about simple present tense and vocabulary, they are able to write down sentences through the paragraphs in descriptive text.<sup>5</sup>

### **C. Operational Concept**

The operational concept is a concept which is used to clarify and avoid misunderstanding in this research. There are 2 variables connecting in this research. These are dependent variable and independent variable. Dependent variable is a variable which can not stand alone and need other variable to make it able to be researched or on the other hand, the dependent variable is depend on the independent variable. Meanwhile, independent variable is variable which is influenced value of dependent variable.

In this research, independent variable is students simple present tense and adjective mastery and the dependent variable is students ability on writing descriptive paragraph at the first grade of islamic senior high School Diniyah Putri Pekanbaru.

The indicators for each of variables are :

#### **1. Variable Students' Simple Present Tense and Adjective**

##### **Simple Present Tense**

- a. Students can use simple present tense in sentences and paragraph.

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<sup>5</sup> Hidayat. The Correlation of Simple Present Tense Mastery, Compound Words Mastery, and The Students' Writing Ability of Descriptive Text For The Tenth Grade At SMA N1 Seputih Banyak Academic Year 2012/2013. Lampung : Unpublished thesis, 2012

- b. Students can identify the correct form of simple present tense.
- c. Students are able to make sentences in present tense form.

#### Adjective

- a. Students can clarify any kinds of adjective fix it in the sentence.
- b. Students can apply the positions of adjective as noun modifier.
- c. Students can differentiate adjective with noun.

### 2. Variable Students' Writing Ability

- a. Students are able to start their writing.
- b. Students can build their prewriting paragraph (draft writing).
- c. Students can establish the out-line for their paragraph (brainstorming).
- d. Students can determine what their topic sentence will be.
- e. Students can make coherence for each of the paragraphs in their descriptive paragraph.
- f. Students can keep the idea in the paragraph.

These all indicators will be affected each other in this research afterwards.

These all indicators display show the parameter in assessing the category of a good descriptive paragraph writing. The fullfill in all parts of these indicators establish the benchmark for researcher in leading this research.

## **D. Assumption and Hypothesis**

### **1. Assumption**

There will be 3 assumptions coming up to the researcher:

1. Students' ability in understanding adjective will effect their descriptive paragraph writing.
2. Students' proficiency in simple present tense can influence their descriptive paragraph writing being well organized.
3. Understanding both of the two will assist students to compose good descriptive paragraph.

## **2. Hypothesis**

Ha : there is a significant correlation between students simple present tense, adjective mastery and their ability on writing descriptive paragraph in MA Diniyah Putri Pekanbaru.

Ho : there is no significant correlation between students simple present tense, adjective mastery and their ability on writing descriptive paragraph in MA Diniyah Putri Pekanbaru.

## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

The design of this research was correlational research. Correlational research is the type of research to determine the relationship between variables.<sup>1</sup> This correlation is included Bivariate correlation because only two variables that is correlated by the writer.<sup>2</sup> There were two variables in this research are simple present tense, adjective mastery as X variable and ability on writing descriptive paragraph as Y variable.

Academic research on teaching the English language arts is a planned, methodical exploration of some aspect of language teaching and learning. Regardless of the nature of the question or problem the researcher is investigating, researcher plans what they are going to do and proceed by systematically gathering data of some kind to address the question or problem.<sup>3</sup>

In conducting this research, the researcher applies correlation design as quantitative research. Quantitative data is often associated with large scale research, but it can also serve smaller scale investigations, with case study, action research, correlational research and experiments.<sup>4</sup>

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<sup>1</sup> Gay, L.R and Peter Airasian. *Educational Research. 6<sup>th</sup> Ed.* (New Jersey: Prentice Hall, inc., 2000), p. 321

<sup>2</sup> Hartono. *Statistik Untuk Penelitian.* (Pekanbaru: LSF<sub>K</sub>2P, 2006), p. 68

<sup>3</sup> James Flood. *Methods of Research on Teaching the English Language Art.* (New Jersey: Lawrence Erlbaum Associates, 2005), p. 3

<sup>4</sup> Louis Cohen. *Research Methods in Education, 6<sup>th</sup> Ed.* (London & New York: Routledge, 1998), p. 501

The other expert says that correlation design is a research to prove the relationship between variables.<sup>5</sup> Analyzing what the relationship are encompassed among them is the use of correlation research, whether the relationship is strong, quite strong, less strong, or very strong or even there is no relationship among them, hence, this research will answer this case. A statistical technique of this research will show how strongly pairs of variables are related. Correlation design is entailed of quantitative research.

Consistent with the quantitative paradigm, is an inquiry into a social or human problem, based on testing a theory composed of variables, measured with numbers, and analyzed with statistical procedures, in order to determine whether the predictive generalizations of the story hold true.<sup>6</sup>

Correlational studies are used to look for relationships between variables. There are three possible results of correlational study, those are; a positive correlation, a negative correlation, and no correlation. The correlation coefficient is a measure of correlation strength and can range from -1.00 to +1.00. The more describe of correlation results:

1. Positive correlations

Both variables increase or decrease at the same time. A correlation coefficient close to +1.00 indicates a strong positive correlation.

2. Negative correlations

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<sup>5</sup> Suryaputra Awangga. *Desain Proposal Penelitian*. (Yogyakarta: Pyramid Publisher, 2007), p. 84

<sup>6</sup> John Creswell. *Research Design: Qualitative and Quantitative Approach*. (California: SAGE Publication, 1994), p. 2

To indicate that as the amount of one variable increases, the other decreases and vice versa. A correlation coefficient close to -1.00 indicates a strong negative correlation.

3. No correlation

To indicate no relationship between the two variables. A correlation coefficient of 0 indicates no correlation.

### **B. Time and Location of The Research**

This research was conducted on Mei 2013. The location of this research was at Islamic Senior High School Diniyah Putri Pekanbaru.

### **C. Object and Subject of the Research**

The object of this research was correlation between simple present tense, adjective mastery and ability on writing descriptive paragraph. The subject of this research was the first grade students of Islamic Senior High School Diniyah Putri Pekanbaru.

### **D. Population and Sample**

The totals of populations the first grade students of Islamic Senior High School Diniyah Putri Pekanbaru were 29 students, this school just had one class for grade one. Hence, based on data restriction, the population less than 100, it was taken 50% or more as the sample of population. In this research, the writer took all students in this class as sample consists of 29 students.

**Tabel III.1**  
**Total Population The First Grade**

<b>No</b>	<b>Total Classroom</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
1	1	-	29	29
	<b>Total</b>			<b>29</b>

### **E. Techniques of Collecting Data**

In collecting data the writer used test. The kinds of tests that were given to the students as follows :

1. Objective test. This test used to measure the students' simple present tense, adjective mastery. As the preliminary, researcher had willing to know students background knowledge regarding to simple present tense and adjective. Researcher shared question sheets regarding to simple present tense and adjective mastery toward the students, and then the students did the exercises given.
2. Written test (subjective test). It was used to measure the students' ability in writing descriptive paragraph. The assesment was given to confirm students' understanding in using present tense and adjective in descriptive paragraph. It was intended to know how much master the students know the concept of the both two.

Before giving the real test to the students, the researcher gave try out to know the items difficulty and the reliability of the test. The most important principle of an instrument was its validity and reliability because both were essential for the effectiveness of the instruments.

Reliability is necessary characteristic of any good test in order to find the reliability of the test, the following formula is used:

$$r = \frac{\sum xy - \frac{\sum x (\sum y)}{N}}{(\sum x^2) - \frac{(\sum x)^2}{N} ((\sum y^2) - \frac{(\sum y)^2}{N})}$$

Reliability coefficient for a good test of classroom proficiency is expected to exceed 0.70 and close to 1.00. the reliability of a test is considered as follows:

0.00 – 0.20 Reliability is low

0.21 – 0.40 Reliability is sufficient

0.41 – 0.70 Reliability is high

Above 0.70 Reliability is very high<sup>7</sup>

**Table III.2**  
**Blue Print of the Test**

No	Aspect of the Test	Part Item	Number of the Test	Total Item	Total
1	Simple present tense	A	1,2,3,4	4	25
		B	1,2,3,4,5	5	
		C	1,2,3,4,5,6,7,8	8	
		D	1,2,3,4,5	5	
		E	1,2,3	3	
2	Adjective	F	1,2,3,4,5	5	15
		G	1,2,3,4,5	5	
		H	4,5,6,9,10	5	
Total				40	40

<sup>7</sup> Heaton, JB. *Writing English Language Test*. (London: Longman Group Limited, 1975)



## F. Technique of Analyzing Data

The data was collected by using test. The researcher analyzed the data to identify the correlation between students simple present tense, adjective mastery and ability on writing descriptive paragraph.

The test score was calssified into level of classification as follows:

1. Good (76 - 100)
2. Fair (56 - 75)
3. Less (40 - 55)
4. Bad (less than 40)<sup>8</sup>

In this research, after taking the data, it measured by product moment correlation because it was correlational research, automatically the technique analyzed data used was quantitative data and for correlational, product moment was certainly used to know the correlation variables stated in the research. The variables stated were regarding to students' ability on descriptive paragraph writing and students' mastery on simple present tense and adjective. Finally, the data got may be fixed into product moment formulation. The formulation of the correlation was as follow:

$$r_{xy} = \frac{\sum xy}{N.SDx.SDy}$$

Where:

$r_{xy}$  : Coefficient correlation  
 $\sum xy$  : The scored of standard deviation xy  
 $SDx$  : Standard deviation variable x

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<sup>8</sup> Suharsimi Arikunto. *Prosedur Penelitian Suatu Pendekatan Praktek*. (Jakarta: Rineka Cipta, 2006) p.311

$SD_y$  : Standard deviation variable y  
 $N$  : Number of case

**Table III.3**  
**Coefficient Correlation Table**

<b>Rxy</b>	<b>Interpretation</b>
0.00 – 0.200	No correlation
0.200 – 0.400	Low correlation
0.400 – 0.700	Moderate correlation
0.700 – 0.900	High correlation
0.900 – 1.000	Very strong correlation <sup>9</sup>

There were 2 ways in discerning the correlation between two variables, those were:

1. Table of correlation
2. Table of 'r' product moment<sup>10</sup>

Table of correlation had degree from 0,00 to 1,00. While, table of 'r' product moment had significant level of 1% and 5%. The hypothesis interpreted as follow:

- a.  $H_a$  is accepted if the table correlation between 0,400 – 1,000, or it is above the significant level of 'r' product moment, it can be interpreted after finding the  $r_{xy}$  by using product moment formula.
- b.  $H_o$  is accepted if the table correlation between 0,000 – 0,400, or it is below the significant level of 'r' product moment, it can be interpreted after finding the  $r_{xy}$  by using product moment formula.

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<sup>9</sup> Hartono. Op. Cit., p. 78

<sup>10</sup> Ibid., p.78

## **CHAPTER IV**

### **DATA PRESENTATION AND ANALYSIS**

#### **A. Data Presentation**

##### **1. The Description of the Research Instrument**

As mentioned earlier, there were two major variables in this study. They were independent variable, which was symbolized by “X”, and dependent variable, which was symbolized by “Y”.

The independent variable was a variable that influenced the other variable, that was, ”Students’ simple present tense, adjective mastery, and dependent variable which was affected by independent variable, namely “Students’ writing ability”.

The researcher used test to collect the data towards students’ simple present tense, adjective mastery and their writing ability. Researcher took test for both variables. Researcher conducted try out before giving the instrument to know the validity and reliability of the test.

##### **2. Try Out Result of the Instrument**

Before testing the instrument, the researcher tried it out. The purpose of this try out was to test, whether the instruments was valid or reliable. The researcher used the formula of reliability to analyze the test items if they were reliable or not. Researcher give 40 questions to cover all items mastery demanded in this research. The result of the test was revealed into tabular form. Researcher tested try out for 20 students.

Try out was given to validate the test items for variable X, that was students' simple present tense, adjective mastery. After analyzing the data of try out for difficulties items scale, it was found that mostly all items were involved between high and very high that was 0.41 above 0.70. Some of the items were sufficient and low, that was 0.00-0.40. The result of difficulties items were displayed into tabular list.

**Tabel IV.1**  
**Difficulties Items**

No	Result	Item Numbers	Total
1	Low	6,9,28,	3
2	Sufficient	4,26,30,33,35	5
3	High	1,22,23,24,25,27,36	7
4	Very High	2,3,5,7,8,10,11,12,13,14,15,16,17,18,19,20,21,29,31,32,34,37,38,39,40	25

The reliability test was calculated into this reliability formula:

$$r = \frac{\sum xy - \frac{\sum x (\sum y)}{N}}{(\sum x^2) - \frac{(\sum x)^2}{N} ((\sum y^2) - \frac{(\sum y)^2}{N})}$$

$$r = 0.55$$

Reliability score was stated in between 0.41-0.70 that meant the test items were reliable and valid. Hence, researcher did not require to change the form or items of the test and number of items were 40 questions which was used to test variable X. Meanwhile, for testing variable Y, researcher scored the test

included 5 aspects writing composition for descriptive paragraph, those are (1) subject and (2) description.

### 3. Result of Instrument

**Tabel IV.2**  
**Students' Score on Simple Present Tense and Adjective Mastery**

<b>Students</b>	<b>Variable X score</b>	<b>Correct Answer</b>	<b>Category</b>
Student 1	80	32	Good
Student 2	87.5	35	Good
Student 3	82.5	33	Good
Student 4	70	28	Fair
Student 5	65	26	Fair
Student 6	70	28	Fair
Student 7	72.5	29	Fair
Student 8	80	32	Good
Student 9	90	36	Good
Student 10	75	30	Fair
Student 11	62.5	25	Fair
Student 12	67.5	27	Fair
Student 13	57.5	23	Fair
Student 14	80	32	Good
Student 15	75	30	Fair
Student 16	77.5	31	Good
Student 17	67.5	27	Fair
Student 18	67.5	27	Fair
Student 19	70	28	Fair
Student 20	70	28	Fair
Student 21	70	28	Fair
Student 22	80	32	Good
Student 23	67.5	27	Fair
Student 24	92.5	37	Good
Student 25	95	38	Good
Student 26	77.5	30	Good
Student 27	67.5	27	Fair
Student 28	80	32	Good
Student 29	75	30	Fair
<b>Total</b>	<b>2172.5</b>		
<b>Mean Score</b>	<b>74.9</b>		

Table IV.2 shows that the score of students' understanding on simple present tense and adjective mastery are quite various, 1 student got 95, 1 student got 92.5, 1 student got 90, 1 student got 87.5, 1 student got 82.5, 5 students got 80. 2 students got 77.5, 3 students got 75, 1 student got 72.5, 5 students got 67.5, 1 student got 65, 1 student got 62.5, and 1 student got 57.5. The mean score of their understanding on simple present tense and adjective mastery was 74.9.

**Table IV.3**  
**The Students' Ability on Writing Descriptive Paragraph**

<b>Students</b>	<b>Variable Y Score</b>	<b>Category</b>
Student 1	80	Good
Student 2	100	Good
Student 3	90	Good
Student 4	60	Fair
Student 5	60	Fair
Student 6	85	Good
Student 7	70	Fair
Student 8	80	Good
Student 9	100	Good
Student 10	100	Good
Student 11	60	Fair
Student 12	50	Less
Student 13	50	Less
Student 14	70	Fair
Student 15	70	Fair
Student 16	75	Fair
Student 17	60	Fair
Student 18	60	Fair
Student 19	60	Fair
Student 20	80	Good
Student 21	70	Fair
Student 22	85	Good
Student 23	60	Fair
Student 24	100	Good
Student 25	100	Good
Student 26	90	Good
Student 27	70	Fair

Student 28	80	Good
Student 29	70	Fair
<b>Total</b>	<b>2185</b>	
<b>Mean Score</b>	<b>75.3</b>	

Table IV.3 shows that the score of the students' ability in writing descriptive paragraph are quite various, 5 students got 100, 2 students got 90, 2 students got 85, 4 students got 80, 1 student got 75, 6 students got 70, 7 students got 60, and 2 students got 50. The mean score of their ability on writing descriptive paragraph was 75.3.

#### **B. The Data Analysis and Hypothesis Testing**

This researcher was conducted to the relationship between variable X and Y. Variable X in this research represented on simple present tense and adjective mastery, while variable Y represented on writing descriptive paragraph ability. The data analysis was calculated by using product moment correlation. It was applied to find out the correlation coefficient, those were positive correlation, negative correlation and no correlation. The description of data analysis will be described on the following:

**Tabel IV.4**  
**Computation of The Correlation Coefficient between Variable X and**  
**Variable Y**

No	X	Y	x	y	xy	x <sup>2</sup>	y <sup>2</sup>
1	80	80	5	5	25	25	25
2	87.5	100	12.5	25	312.5	156.25	625
3	82.5	90	7.5	15	112.5	56.25	225
4	70	60	-5	-15	75	25	225
5	65	60	-10	-15	150	100	225
6	70	85	-5	10	-50	25	100
7	72.5	70	-2.5	-5	12.5	6.25	25
8	80	80	5	5	25	25	25
9	90	100	15	25	375	225	625
10	75	100	0	25	0	0	625
11	62.5	60	-12.5	-15	187.5	156.25	225
12	67.5	50	-7.5	-25	187.5	56.25	625
13	57.5	50	-17.5	-25	437.5	306.25	625
14	80	70	5	-5	-25	25	25
15	75	70	0	-5	0	0	25
16	77.5	75	2.5	0	0	6.25	0
17	67.5	60	-7.5	-15	112.5	56.25	225
18	67.5	60	-7.5	-15	112.5	56.25	225
19	70	60	-5	-15	75	25	225
20	70	80	-5	5	-25	25	25
21	70	70	-5	-5	25	25	25
22	80	85	5	10	50	25	100
23	67.5	60	-7.5	-15	112.5	56.25	225
24	92.5	100	17.5	25	437.5	306.25	625
25	95	100	20	25	500	400	625
26	77.5	90	2.5	15	37.5	6.25	225
27	67.5	70	-7.5	-5	37.5	56.25	25
28	80	80	5	5	25	25	25
29	75	70	0	-5	0	0	25
<b>Total</b>	<b>2172.5</b>	<b>2185</b>			<b>3325</b>	<b>2256.25</b>	<b>6850</b>

From the table above, it can be found that  $\Sigma X = 2172.5$ ,  $\Sigma Y = 2185$ ,  $\Sigma xy = 3325$ ,  $\Sigma x^2 = 2256.25$ , and  $\Sigma y^2 = 6850$ .



Furthermore, the writer wanted to find out the means of both variables, standar deviation and calculating  $r_{xy}$ , and interpreting the  $r_{xy}$  (hyphotesis testing).

1. Find out mean of variable X and Y

$$\begin{aligned} M_x &= \frac{\sum X}{N} \\ &= \frac{2172.5}{29} \\ &= 74.9 \end{aligned}$$

$$\begin{aligned} M_y &= \frac{\sum Y}{N} \\ &= \frac{2185}{29} \\ &= 75.3 \end{aligned}$$

2. Find out of standar deviation

Standar Deviasi X

$$\begin{aligned} SD_x &= \sqrt{\frac{\sum x^2}{N}} \\ &= \sqrt{\frac{2256.25}{29}} \\ &= \sqrt{77.8} \\ &= 8.820 \end{aligned}$$

$$\begin{aligned}
 SD_y &= \frac{\sqrt{\sum y^2}}{N} \\
 &= \frac{\sqrt{6850}}{29} \\
 &= \sqrt{236,20} \\
 &= 15.369
 \end{aligned}$$

3. Find out  $r_{xy}$

$$\begin{aligned}
 r_{xy} &= \frac{\sum xy}{N \cdot SD_x \cdot SD_y} \\
 &= \frac{3325}{29 \times 8.820 \times 15.369} \\
 &= \frac{3325}{3.931.082} \\
 &= 0.845
 \end{aligned}$$

4. Interpreting  $r_{xy}$  value to  $r_{table}$

$$\begin{aligned}
 \text{a. Find out } df &= N - nr \\
 &= 29 - 2 \\
 df &= 27
 \end{aligned}$$

So the degree freedom is 27

b.  $r_{table}$

the score of  $r_{xy}$  is 0.845, it is stated between 0.700-0.900 shows high correlation (see table product moment correlation at the degree freedom of 27 is found in significant level of 5% is 0.388 and significant level 1% is 0.496,

the  $r_{xy}$  score was 0.845 0.496 for significant level 1%. It means that  $H_a$  is accepted which indicated that there is correlation between students' simple present tense and adjective mastery and their writing descriptive paragraph. It also shows that the better their understanding in simple present tense and adjective mastery. The more ideal they will be in writing descriptive paragraph and  $H_o$  is rejected.

The score of  $r_{xy}$  signs that:

There is significant correlation between students' simple present tense, adjective mastery and their ability on writing descriptive paragraph.

The correlation is positive, it means that the higher score of students' simple present tense and adjective mastery influenced their ability on writing descriptive paragraph.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

In this chapter, the researcher would like to draw the conclusion from what have been discussed in the previous chapters, and to recommend some suggestion pertinent to students' understanding on simple present tense and adjective toward their writing ability, focusly on writing descriptive paragraph.

#### **A. Conclusion**

This study is conducted to acquire if there is a correlation between two variables, those are students' simple present tense, adjective mastery as variable independent and their ability on writing descriptive paragraph as variable dependent. After doing the research, the writer finds that there is correlation between students' simple present tense, adjective mastery and their ability on writing descriptive paragraph. As the result, the witer finds out that if the students' simple present tense and adjective mastery is increased, the students ability on writing descriptive paragraph will increase.

#### **B. Suggestion**

##### **1. Suggestion for the Teacher**

- a. The teacher should maintain on how he teaches students in this present, or even, the teacher can improve the method to make students will be easier and easier to conceive the lesson.

- b. The teacher should be able to motivate students to be more enthusiastic in learning English regarding to tenses, word classes and writing aspect.
- c. The students should implement student learning centre instead of teacher centre.

## **2. Suggestion for the Student**

- a. The students should be more passion to learn english, particularly in understanding tenses and adjective.
- b. The students are suggested to enhance their writing ability, particularly in proficiency to compose descriptive paragraph and mastering all compenents involved in descriptive paragraph.
- c. The studends hopefully can practice the concept of simple present tense and adjective not only in writing descriptive paragraph, but also can apply them in speaking, and realize that mastering grammar is crucial in writing and speaking ability.

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